A

SYNOPSIS

ON

"A Study on Employee Engagement and its Impact on Faculties' Performance with Special Reference to Select State Universities of North Karnataka"

Submitted to

Karnataka State Akkamahadevi Women's University, Vijayapura

In PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF PHILOSOPHY IN MANAGEMENT

Guided By:

Dr. S.B. Kamashetty

Submitted By:

Snehal D. Bhosale

DEPARTMENT OF POST GRADUATE STUDIES & RESEARCH IN MANAGEMENT
KARNATAKA STATE AKKAMAHADEVI WOMENS UNIVERSITY
VIJAYAPURA-586108

2022

CHAPTER 1: INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

In India, the education system is dealing with a major issue of quality education. Faculty member are one of the important backbone of the education system. But the most important, when it comes to the faculty members which is expected to be a portion of the serious issue, many initiatives were taken by the government and the various institutions to make them satisfy and happy at work. Yet at the same time, the issues exist.

To give quality education, in India, Sharma (2006) featured a few fundamental required components; quality syllabus, personnel, exploration, teaching method, and character. Despite the fact that, in the time of globalization all around, the most fundamental section of the instructive interaction will constantly be the employees and their capability is characterized by their own professional - expertise and capacities, mindfulness and understanding, moral convictions and individual responsibility, Gakhar (2006). Many specialists called attention to that the faculty role is vital to enhance the level of the advanced education framework. Winter et al. (2000) uncovered that a few deeds which are capable to motivate and satisfy the faculties and performance as the main component to connect them in their work related activities and these are autonomy at work, new difficulties at work, skill diversity and task identity.

In the corporate area, assuming that the employees performs well and adds more devotion towards his/her organization they were viewed as a engaged employee, gets the prize and recognition by the different authorities. Likewise, in the education sector, it has been accepted that engaged faculties will bring progressive changes and prompts add flying flags in the framework of education system. The Universities with an engaged faculties will be helpful to society, provide well trained and skilled students to the government and private institutes.

With the aim to give a reaction to the stated problem, it has been tried to find out the bottom of various primary factors which contribute to faculty engagement. Accordingly, it can be said that the constructs scrutiny in this research will help the Universities to engage their faculties for better productivity, academic performance etc. The demographic factors were

also taken into consideration because the level of engagement may also be varied accordingly.

1.2 PURPOSE OF THE RESEARCH

Today, education establishments work in a profoundly aggressive environment; they really must separate themselves from one another. They need to have employees who are energetic with regards to their work and take a stab at the improvement of the Institute. Engaged faculty would lead to the betterment of the students. Despite the fact that employee engagement is something instructed to the management students, it is equivocal assuming it is really drilled in Universities. Imparting of education both theoretical and practical is very essential for the students and should be inculcated by all the Universities. Hence it is significant for faculties to be motivated and encouraged to perform at their fullest. Through various researches it has been seen that employee engagement played a pivotal role in the betterment of the organisations. This research aims to check the employee engagement of faculties of State Universities of North Karnataka. Hence, it will measure the impact of employee engagement on faculties performance.

1.3 THE SIGNIFICANCE OF THE RESEARCH

Employee engagement is considered as a fundamental practice for the organisation and researchers. In India, the higher education sector is attempting to give quality education with a high standard performance of the faculties. The faculty engagement is very important for the Universities as well as for the future growth of the students and ultimately for the economy. The research will be significant in the following ways.

1.3.1 Theoretical Significance

In the field of higher education, very few researches were found with the generalized concept of employee engagement in context to faculties of any State Universities. There is a need to explore factors influencing employee engagement for faculties in Universities because the western countries has different culture compared to India and same with this sector, the corporate sector and education sector also has the differences. Most of the past literatures were based on banking sector, hospital sector, IT sector and very few researches were found in higher education. The present research aims to find out the factors contributing to employee engagement among faculties in State Universities of North Karnataka. The

outcomes of the research will definitely add to the current existing theoretical background in the perspective to the higher education sector. The study will also help the future researchers.

1.3.2 Practical Significance

The findings, suggestions and conclusion of this research will help out with the practical implications for the faculties. Universities will be able to formulate strategies, policies and procedures while focusing on the key identified factors to enhance their faculties performance which will lead to make them an engaged faculty member. The findings will extend the level of faculty engagement and suggestions provided by the researcher will further help the Universities to accomplish the goals.

1.4 RESEARCH QUESTIONS

1. What is the impact of employee engagement factors on employee engagement?
2. What is the impact of employee engagement on faculties' performance?
3. What is the relationship between employee engagement factors and employee engagement among faculties?
4. Does an organisational factors influence employee engagement among faculties?
5. Do the social factors influence employee engagement among faculties?
6. Does the task related factors influence employee engagement among faculties?
7. What is the relationship between employee engagement and faculties' performance?

1.5 OBJECTIVES OF THE RESEARCH WORK

The following objectives seek to address and aims to investigate the dynamics of employee engagement and its influence on employee performance in Universities of North Karnataka. Only the permanent teaching faculties are considered for this research work

1. To understand the association between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.
2. To analyze the relationship between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.
3. To determine the impact of employee engagement factors on employee engagement
4. To determine the impact of employee engagement on faculties performance
5. To find the significant relationship between employee engagement factors and employee engagement
6. To find the significant relationship between employee engagement on faculties performance

1.6 HYPOTHESIS OF THE RESEARCH

The study will be carried out in order to test the following hypothesis. The hypothesis for the study is drawn on the bases of the previous researches

Objective 1: To understand the association between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of the faculties and employee engagement.

H1 a: There is a significant association between the gender of the faculties and employee engagement

H1 b: There is a significant association between the age of the faculties and employee engagement

H1 c: There is a significant association between the educational qualification of the faculties and employee engagement

H1 d: There is a significant association between the marital status of the faculties and employee engagement

H1 e: There is a significant association between the designation of the faculties and employee engagement

H1 f: There is a significant association between the work experience of the faculties and employee engagement

H1 g: There is a significant association between the monthly income of the faculties and employee engagement

Objective 2: To analyze the relationship between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement

H2 a: There exists a significant difference between the gender of the faculties and employee engagement

H2 b: There exists a significant difference between the marital status of the faculties and employee engagement.

H2 c: There exists a significant difference between age groups of the faculties with respect to employee engagement

H2 d: There exists a significant difference between educational qualifications of the faculties with respect to employee engagement

H2 e: There exists a significant difference between designation of the faculties with respect to employee engagement

H2 f: There exists a significant difference between work experience of the faculties with respect to employee engagement

H2 g: There exists a significant difference between the monthly income of the faculties with respect to employee engagement

Objective 3: To determine the impact of employee engagement factors on employee engagement

H3 a: There exists a significant impact between organisational factor and employee engagement

H3 b: There exists a significant impact between social factors and employee engagement

H3 c: There exists a significant impact between task related factors and employee engagement

Objective 4: To determine the impact of employee engagement on faculties performance

H4 a: There exists a significant impact of employee engagement (EE) on faculties performance**.**

Objective 5: To find the significant relationship between employee engagement factors and employee engagement of faculties.

H5 a: There exists a significant relationship between organisation factors (OF) and employee engagement.

H5 b: There exists a significant relationship between social factors (SF) and employee engagement.

H5 c: There exists a significant relationship between task related factors (TRF) and employee engagement.

Objective 6: To find the significant relationship between employee engagement on faculties performance

H6 a: There exists a significant relationship between employee engagement (EE) on faculties performance

CHAPTER 2: LITERATURE REVIEW

Author (Year)	Method	Sample	Instrument	Theory	Result
Ismail, Iqbal & Nasr (2018)	Quantitative	186	Questionnaire	Employee engagement leads to higher job performance by generating positive emotions and increasing motivation to perform job duties and responsibilities	The results showed that employee engagement had a significant positive effect on job performance
Sendaw ula, et al (2018)	Quantitative	150	Questionnaire	Employee engagement is a positive attitude that employees have towards the organization and its values	The correlation results indicate that there is a significant positive relationship between employee engagement and employee performance
Kim, Han & Park (2019)	Quantitative	571	Questionnaire	The JD R model assumes that job characteristics can increase job engagement, which in turn, improves organizational outcomes	Work engagement plays an important role in relation to job performance in addition to that; personal resources, job resources and turnover intention
Othman & Mahmo od (2019)	Quantitative	252	Questionnaire	Social cognitive career theory and social engagement theory	The results showed that high potential employee engagement had a positive and significant effect on individual work performance.
Ngweny a, & Pelser (2020)	Quantitative	257	Questionnaire	Individual performance levels depend on how engaged and how satisfied the employees are with their work	Employee engagement has a positive relationship with employee performance
Adrianto & Riyanto (2020)	Quantitative	160	Questionnaire	Employee engagement is a sense of emotional attachment to work and organization	Positive relationship between employee engagement and individual perfrormance

CHAPTER 3: RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Selltiz, Johada Destch and Cook define the term research design as "the arrangement of conditions for collection and analysis of data in a manner that aims to combine the relevance to the research purpose with economy in procedure."

This research study adopts descriptive research design to examine the impact of employee engagement on the performance of faculties of the selected State universities of North Karnataka.

A descriptive study is one in which information is collected without changing the environment (i.e. nothing is manipulated). Sometimes these are also referred to as "correlational" or "observational" studies. In descriptive studies, the researcher interacts with the participant and conducts surveys or interviews to collect the required information. In this research, the researcher approached the faculties of selected State Universities of North Karnataka to identify the impact of employee engagement on the performance of faculties.

3.2 COMPONENTS OF THE SURVEY QUESTIONNAIRE

The questionnaire was developed drawing concepts from existing literature review. The questionnaire is divided broadly in to 2 parts as detailed here.

Part I – This part of the questionnaire contains questions related to demographic details about the university faculties. It includes age, gender, educational qualification, and marital status, name of the university, department, designation, work experience and monthly income.

Part II - This part has 3 sections which is detailed below

Section 1: This sections consists the statements on the factors influencing employee engagement. Basically the factors influencing employee engagement had been broadly classified in to 3 categories they are organisation factors, social factors and task related factors.

Section 2: This section consist the statements related to level of employee engagement.

Section 3: This section consist the statements measuring employee performance.

3.3 VARIABLE MAP

Variable Map

Objectives	Independent Variable	Dependent Variable
7. To understand the association between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.	Gender Age Educational Qualifications Marital Status Designation Work Experience (in years) Income per month	Employee Engagement
8. To analyze the relationship between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.	Gender Age Educational Qualifications Marital Status Designation Work Experience (in years) Income per month	Employee Engagement
9. To determine the impact of employee engagement factors on employee engagement	Employee Engagement Factors	Employee Engagement
10. To determine the impact of employee engagement on faculties performance	Employee Engagement	Employee Performance
11. To find the significant relationship between employee engagement factors and employee engagement	Employee Engagement Factors	Employee Engagement
12. To find the significant relationship between employee engagement on faculties performance	Employee Engagement	Employee Performance

3.4 SAMPLING DESIGN PROCESS

Sampling is concerned with method of defining and selecting the sample units. The sampling process includes the following stages.

1. Defining the target population

Sampling design begins by specifying the target population. The target population is the collection of elements or objects that posses the information sought by the researchers and about which inferences are to be made. The target population must be defined precisely. Imprecise definition of the target population result in research that is ineffective at best and misleading at worst.

Defining the target population involves translating the problem definition into a precise statement of who should and should not be included in the sample.

State Universities of North Karnataka

Sr.No	University	Location
1	Karnataka university	Dharward
2	Gulbarga university	Gulbarga
3	University of Agricultural Sciences	Dharwad
4	Kannada University	Hampi
5	Visvesvaraya Technological University	Belgaum
6	University of Agricultural Sciences	Raichur
7	Karnataka State Akkamahdevi Women's University	Vijayapur
8	Karnataka Veterinary, Animal and Fisheries Sciences University	Bidar
9	University of Horticultural Sciences	Bagalkot
10	Karnataka State Law University	Hubli
11	Vijayanagara Sri Krishnadevaraya University	Bellary
12	Rani Channamma University	Belgaum
13	Karnataka Folklore University	Haveri
14	Karnataka State Rural Development and Panchayat Raj University	Gadag

The above table lists all the state universities of North Karnataka which represents the target population for the research. In North Karnataka there are totally 14 state universities.

2. Determine the sample frame

Once the definition of the target population is clear, a researcher should decide on sampling frame. A sampling frame is the list of elements from which the sample may be drawn.

Sample frame

Sr.No	University	Location	Total No. of Faculties
1	Karnataka university	Dharward	172
2	Gulbarga university	Gulbarga	94
3	University of Agricultural Sciences,	Dharwad	93
4	Kannada University	Hampi	55
5	Visvesvaraya Technological University	Belgaum	58
6	Karnataka State Akkamahdevi Women's University	Vijayapur	69
7	University of Horticultural Sciences	Bagalkot	56
8	Vijayanagara Sri Krishnadevaraya University,	Bellary	107
9	Rani Channamma University,	Belgaum	96
	Total		**800**

3. Specifying sampling method

The sampling methods can be categorised into probability sampling and non probability sampling (Saunders, Lewis and Thornhill, 2007; Craig and Donglas, 2005; Malhorta, 1996; Churchill, 1995; Parasuraman, 1991), each of which can be broken down into different sampling types:

I. Probability Sampling- Simple Random Sampling; Systematic Sampling; Stratified Random Sampling; Cluster Sampling; and Multi-Stage Sampling.

II. Non-Probability Sampling- Quota Sampling; Purposive or Judgemental Sampling; Snowball Sampling; Self Selection Sampling and Convenience Sampling.

This research adopts what it considers to be the most suitable sampling methods. The researcher therefore adopted stratified sampling method which comes under the classification of probability sampling method. Stratified sampling is further classified into

two types: proportionate stratified sampling and disproportionate stratified sampling. In this research proportionate stratified sampling is adopted. In this the number of faculties selected from each university (stratum) is proportionate to the share of other selected university in the population. The researcher has taken 40% of the respondents from each selected Universities to get a justified sample size.

4. Determine the sample size

Sample size refers to the number of elements to be included in the study.

Cochran's formula is used for calculating sample size when population is finite

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

where, n is the new adjusted sample size

n_o is Cochran's sample size i.e. 384 (confidence level of 95% and margin of error of 5%)

N is the population size i.e. 800

Putting the values in the above formula

$$n = \frac{384}{1 + \frac{(384-1)}{800}} = \frac{384}{1 + \frac{(383)}{800}} = \frac{384}{1 + 0.478} = \frac{384}{1.478} = 260$$

The minimum sample size for a population of 800 faculties is 260. Keeping this in mind, effort has been made to increase the sample size.

Sample of faculties in selected Universities

Sr.No	University	Location	Total No. of Faculties	Sample obtained
1	Karnataka university	Dharward	172	69
2	Gulbarga university	Gulbarga	93	37
3	University of Agricultural Sciences	Dharwad	94	38
4	Kannada University	Hampi	55	22
5	Visvesvaraya Technological University	Belgaum	58	23
6	Karnataka State Akkamahdevi Women's University	Vijayapur	69	28
7	University of Horticultural Sciences	Bagalkot	56	22
8	Vijayanagara Sri Krishnadevaraya University	Bellary	106	42
9	Rani Channamma University	Belgaum	97	39
	Total		**800**	**320**

5. Implement the sampling process

The detailed specification of the above mentioned steps which includes how the sampling design decisions with respect to population, sample frame, sampling unit, sampling technique and sample size is to be implemented.

3 .5 STATISTICAL ANALYSIS TOOLS AND TESTS USED

The data collected were fed in to Ms Excel which later was transferred to SPSS version 26 for Statistical Analysis. The table below states the different statistical tests used in the research with its purpose.

Statistical Tests and Purpose

	Statistical Tests	Purpose
1	Frequency Analysis	Frequency analysis shows the time of occurrences of each response. It is used in the questions of demographic variables and likert scale statements
2	Simple Percentage Analysis	A percentage analysis is a display of data that specifies the percentage of observations. It is used to express the relative frequency of survey responses. It is used in the questions

		of demographic variables and likert scale statements
3	Mean and Standard Deviation	To calculate the various dimensions of employee engagement
4	Chi-square Test	To understand the association between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement
5	Independent Sample T test	To analyze the relationship between demographic variables (gender and marital status) of faculties and employee engagement
6	One Way ANOVA	To analyze the relationship between demographic variables (educational qualification, marital status, designation, work experience and income) of faculties and employee engagement
7	Pearson Correlation	To find the significant relationship between employee engagement factors, employee engagement and faculties performance
8	Multiple Regression	To determine the impact of employee engagement factors, employee engagement and faculties performance

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION - PART I

This chapter has been divided in to two parts

Part A deals with the Frequency analysis of the demographic details of the faculties who has participated in the survey. The demographic details include gender, age, educational qualification, marital status, work experience (in years) and income per month. It also shows the frequency and percentage analysis for the statements related to the various factors of employee engagement, measuring employee engagement and employee performance.

Part B comprises the results of the descriptive analysis done using mean, standard deviation and the skewness for all the statements of employee engagement factors, employee engagement and employee performance.

PART A

Table 4.1 University wise Distribution of Respondents by Gender

Name of the University	Gender	Frequency	Percent
Gulbarga University	Male	31	83.8
	Female	6	16.2
	Total	**37**	**100**
Kannada University	Male	19	86.4
	Female	3	13.6
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	Male	24	85.7
	Female	4	14.3
	Total	**28**	**100**
Karnataka university	Male	57	82.6
	Female	12	17.4
	Total	**69**	**100**
Rani Channamma University	Male	27	69.2
	Female	12	30.8
	Total	**39**	**100**
University of Agricultural Sciences	Male	34	89.5
	Female	4	10.5
	Total	**38**	**100**
University of Horticultural Sciences	Male	18	81.8
	Female	4	18.2
	Total	**22**	**100**
Vijayanagara Sri Krishnadevaraya University	Male	31	73.8
	Female	11	26.2
	Total	**42**	**100**
Visvesvaraya Technological University	Male	16	69.6
	Female	7	30.4
	Total	**23**	**100**

It is evident from the Table 4.1, that out of 320 respondents from nine State Universities of North Karnataka, 257 are male and 63 are female. The above table revealed that in all the nine State Universities of North Karnataka female respondents are less in number compared to male respondents. The percentage of male and female respondents in the sample is 80.3% and 19.7% respectively.

Table 4.2 University wise Distribution of Respondents by Age

Name of the University	Age	Frequency	Percent
Gulbarga University	less than 29	0	0
	30-39	1	2.7
	40-49	2	5.4
	50-59	32	86.5
	60 and above	2	5.4
	Total	**37**	**100**
Kannada University	less than 29	0	0
	30-39	2	9
	40-49	4	18.2
	50-59	16	72.8
	60 and above	0	0
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	less than 29	1	3.6
	30-39	20	71.4
	40-49	**7**	25
	50-59	0	0
	60 and above	0	0
	Total	**28**	**100**
Karnataka university	less than 29	0	0
	30-39	34	49.3
	40-49	11	15.9
	50-59	24	34.8
	60 and above	0	0
	Total	**69**	**100**
Rani Channamma University	less than 29	0	0
	30-39	13	33.4
	40-49	17	43.6
	50-59	8	20.5
	60 and above	1	2.5
	Total	**39**	**100**

University of Agricultural Sciences	less than 29	0	0
	30-39	9	23.6
	40-49	4	10.6
	50-59	25	65.8
	60 and above	0	0
	Total	**38**	**100**
University of Horticultural Sciences	less than 29	0	0
	30-39	6	27.3
	40-49	12	54.5
	50-59	4	18.2
	60 and above	0	0
	Total	**22**	**100**
Vijayanagar Sri Krishnadevaraya University	less than 29	0	0
	30-39	29	69
	40-49	11	26.2
	50-59	1	2.4
	60 and above	1	2.4
	Total	**42**	**100**
Visvesvaraya Technological University	less than 29	0	0
	30-39	10	43.5
	40-49	12	52.2
	50-59	1	4.3
	60 and above	0	0
	Total	**23**	**100**

Table 4.2 depicts that that out of 320 from nine State Universities of North Karnataka, 0.3% (1) of the employees is in the age group less than 29 and 38.8% (124) of the employees in the age group of 30-39. The percentage of the employees between the age group from 40-49 is 25% (80) and 34.7% (111) is from the age group from 50-59. The remaining 1.3% (4) of the employees are 60 and above. The highest numbers of employees are from the age group of 30-39 followed by the age group of 50-59.

Table 4.3 University wise Distribution of Respondents by Educational Qualification

Name of the University	Educational Qualification	Frequency	Percent
Gulbarga University	PG & SET/NET	0	0
	M.phil	1	2.7
	PhD	36	97.3
	PDF	0	0
	Total	**37**	**100**
Kannada University	PG & SET/NET	0	0
	M.phil	0	0
	PhD	22	100
	PDF	0	0
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	PG & SET/NET	0	0
	M.phil	0	0
	PhD	28	100
	PDF	0	0
	Total	**28**	**100**
Karnataka university	PG & SET/NET	2	2..9
	M.phil	0	0
	PhD	65	94.2
	PDF	2	2.9
	Total	**69**	**100**
Rani Channamma University	PG & SET/NET	3	7.7
	M.phil	1	2.6
	PhD	35	89.7
	PDF	0	0
	Total	**39**	**100**
University of Agricultural Sciences	PG & SET/NET	0	0
	M.phil	0	0
	PhD	38	100
	PDF	0	0

	Total	**38**	**100**
University of Horticultural Sciences	PG & SET/NET	2	9.1
	M.phil	0	0
	PhD	20	90.9
	PDF	0	0
	Total	**22**	**100**
Vijayanagara Sri Krishnadevaraya University	PG & SET/NET	4	9.5
	M.phil	1	2.4
	PhD	34	81
	PDF	3	7.1
	Total	**42**	**100**
Visvesvaraya Technological University	PG & SET/NET	0	0
	M.phil	0	0
	PhD	23	100
	PDF	0	0
	Total	**23**	**100**

Table 4.3 depicts the educational qualification of the respondents. It can be clearly stated that the highest percentage of respondents fall in the category of Ph.D. i.e. 94.1% (301). It shows that majority of the respondents have Ph.D. as their highest qualification. 9% (3) of the respondents have M.Phil as their highest qualification. 3.4% (11) of the respondents have PG with SET/NET as their highest qualification. Only 1.6% (5) of the respondents have completed their PDF.

Table 4.4 University wise Distribution of Respondents by Marital Status

Name of the University	Marital Status	Frequency	Percent
Gulbarga University	Single	0	0
	Married	37	100
	Total	**37**	**100**
Kannada University	Single	0	0
	Married	22	22
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	Single	0	0
	Married	28	28
	Total	**28**	**100**
Karnataka university	Single	0	0
	Married	69	69
	Total	**69**	**100**
Rani Channamma University	Single	1	2.6
	Married	38	97.4
	Total	**39**	**100**
University of Agricultural Sciences	Single	0	0
	Married	38	38
	Total	**38**	**100**
University of Horticultural Sciences	Single	2	9.1
	Married	20	90.9
	Total	**22**	**100**
Vijayanagara Sri Krishnadevaraya University	Single	0	0
	Married	42	100
	Total	**42**	**100**
Visvesvaraya Technological University	Single	1	4.3
	Married	22	95.7
	Total	**23**	**100**

It is evident from table 4.4 that out of 320 respondents from nine State Universities of North Karnataka 316 respondents are married and 4 are single. The percentage of married and single respondents in the sample is 98.8% and 1.3% respectively.

Table 4.5 University wise Distribution of Respondents by Designation

Name of the University	Designation	Frequency	Percent
Gulbarga University	Professor	32	86.5
	Associate Prof.	3	8.1
	Assistant Prof.	2	5.4
	Total	**37**	**100**
Kannada University	Professor	16	72.8
	Associate Prof.	3	13.6
	Assistant Prof.	3	13.6
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	Professor	1	3.6
	Associate Prof.	6	21.4
	Assistant Prof.	21	75.0
	Total	**28**	**100**
Karnataka university	Professor	27	39.2
	Associate Prof.	7	10.1
	Assistant Prof.	35	50.7
	Total	**69**	**100**
Rani Channamma University	Professor	12	30.8
	Associate Prof.	1	2.5
	Assistant Prof.	26	66.7
	Total	**39**	**100**
University of Agricultural Sciences	Professor	26	68.5
	Associate Prof.	4	10.5
	Assistant Prof.	8	21.0
	Total	**38**	**100**
University of Horticultural Sciences	Professor	4	18.2
	Associate Prof.	2	9.1
	Assistant Prof.	16	72.7
	Total	**22**	**100**
	Professor	3	7.1
	Associate Prof.	5	11.9

Vijayanagara Sri Krishnadevaraya University	Assistant Prof.	34	80.9
	Total	**42**	**100**
Visvesvaraya Technological University	Professor	7	30.4
	Associate Prof.	4	17.4
	Assistant Prof.	12	52.2
	Total	**23**	**100**

It is evident from table 4.5 that out of 320 respondents from nine State Universities of North Karnataka, 40% (128) of the respondents are Professor, 10.9% (35) of the respondents are Associate Professor and 49.1% (157) of the respondents are Assistant Professor. It clearly indicates that the majority of the respondents are Assistant Professor in the selected sample

Table 4.6 University wise Distribution of Respondents by Work Experience

Name of the University	Work experience (in years)	Frequency	Percent
Gulbarga University	5 and below	0	0
	6 - 10	2	5.4
	11 - 15	2	5.4
	16 - 20	8	21.6
	21 - 25	17	46
	Above 25	8	21.6
	Total	**37**	**100**
Kannada University	5 and below	0	0
	6 -10	5	22.7
	11 - 15	5	22.7
	16 - 20	6	27.3
	21 - 25	6	27.3
	Above 25	0	0
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	5 and below	2	7.1
	6 - 10	17	60.8
	11 - 15	7	25
	16 - 20	2	7.1
	21 - 25	0	0
	Above 25	0	0
	Total	**28**	**100**
Karnataka university	5 and below	0	0
	6 -10	20	29
	11 - 15	18	26.1
	16 - 20	5	7.2
	21 - 25	16	23.2
	Above 25	10	14.5
	Total	**69**	**100**
	5 and below	0	0

Rani Channamma University	6 -10	18	46.2
	11 - 15	4	10.3
	16 - 20	7	17.9
	21 - 25	7	17.9
	Above 25	3	7.7
	Total	**39**	**100**
University of Agricultural Sciences	5 and below	0	0
	6 -10	6	15.8
	11 - 15	5	13.2
	16 - 20	2	5.2
	21 - 25	22	57.9
	Above 25	3	7.9
	Total	**38**	**100**
University of Horticultural Sciences	5 and below	1	4.6
	6 -10	13	59.0
	11 - 15	3	13.6
	16 - 20	3	13.6
	21 - 25	1	4.6
	Above 25	1	4.6
	Total	**22**	**100**
Vijayanagara Sri Krishnadevaraya University	5 and below	1	2.4
	6 -10	27	64.3
	11 - 15	10	23.8
	16 - 20	1	2.4
	21 - 25	2	4.7
	Above 25	1	2.4
	Total	**42**	**100**
Visvesvaraya Technological University	5 and below	0	0
	6 -10	7	30.4
	11 - 15	6	26.2
	16 - 20	3	13.0
	21 - 25	3	13.0

	Above 25	4	17.4
	Total	**23**	**100**

Table 4.6 shows the work experience of the respondents from nine State Universities of North Karnataka. 35.9% (115) of the respondents has 6 – 10 work experience in years. 23.1% (74) of the respondents has 21 – 25 work experience (in years). 18.8% (60) of the respondents has 11 – 15 work experience in years. 11.6% (37) of the respondents has 16 – 20 work experience in years. 9.4% (30) of the respondents has above 25 years of work experience. 1.3% (4) of the respondents has below 5 years of experience.

Table 4.7 University wise Distribution of Respondents by Income

Name of the University	Income	Frequency	Percent
Gulbarga University	Rs 50,000-1,00,000	2	5.4
	Rs 1,00,001- 1,50,000	2	5.4
	Rs1,50,001- 2,00,000	2	5.4
	Rs 2,00,001-2,50,000	10	27.0
	More than Rs 250,001	21	56.8
	Total	**37**	**100**
Kannada University	Rs 50,000-1,00,000	4	18.2
	Rs 1,00,001- 1,50,000	0	0
	Rs1,50,001- 2,00,000	3	13.6
	Rs 2,00,001-2,50,000	15	68.2
	More than Rs 250,001	0	0
	Total	**22**	**100**
Karnataka State Akkamahdevi Women's University	Rs 50,000-1,00,000	21	75
	Rs 1,00,001- 1,50,000	4	14.3
	Rs1,50,001- 2,00,000	1	3.6
	Rs 2,00,001-2,50,000	2	7.1
	More than Rs 250,001	0	0
	Total	**28**	**100**
Karnataka university	Rs 50,000-1,00,000	5	7.2
	Rs 1,00,001- 1,50,000	31	45
	Rs1,50,001- 2,00,000	6	8.7
	Rs2,00,001- 2,50,000	6	8.7
	More than Rs 250,001	21	30.4

	Total	**69**	**100**
Rani Channamma University	Rs 50,000-1,00,000	11	28.2
	Rs 1,00,001- 1,50,000	16	41
	Rs1,50,001- 2,00,000	1	2.6
	Rs 2,00,001-2,50,000	6	15.4
	More than Rs 250,001	5	12.8
	Total	**39**	**100**
University of Agricultural Sciences	Rs 50,000-1,00,000	6	15.8
	Rs 1,00,001- 1,50,000	3	7.9
	Rs1,50,001- 2,00,000	4	10.5
	Rs 2,00,001-2,50,000	19	50
	More than Rs 250,001	6	15.8
	Total	**38**	**100**
University of Horticultural Sciences	Rs 50,000-1,00,000	16	72.7
	Rs 1,00,001- 1,50,000	0	0
	Rs1,50,001- 2,00,000	2	9.1
	Rs 2,00,001-2,50,000	4	18.2
	More than Rs 250,001	0	0
Vijayanagara Sri Krishnadevaraya University	**Total**	**22**	**100**
	Rs 50,000-1,00,000	22	52.3
	Rs 1,00,001- 1,50,000	15	35.7
	Rs1,50,001- 2,00,000	2	4.8
	Rs2,00,001- 2,50,000	1	2.4
	More than Rs 250,001	2	4.8
	Total	**42**	**100**
	Rs 50,000-1,00,000	12	52.2

Visvesvaraya Technological University	Rs 1,00,001- 1,50,000	0	0
	Rs1,50,001- 2,00,000	4	17.4
	Rs2,00,001- 2,50,000	**7**	30.4
	More than Rs 250,001	0	0
	Total	**23**	**100**

Table 4.7 shows the monthly income of the respondents 30.9% (99) of the respondents have their monthly income of Rs 50,000 – Rs 1,00,000. 22.2% (71) of the respondents have their monthly income of Rs 1,00,001 – Rs 1,50,000. 7.8% (25) of the respondents have their monthly income of Rs 1,50,001 – Rs 2,00,000. 21.9% (70) of the respondents have their monthly income of Rs 2,00,001 – Rs 2,50,000 and 17.2% (55) of the respondents have monthly income more than Rs 2,50,001.

PART B

Table 4.25 Organisational Factors influencing Employee Engagement (N=320)

Sr. No.	Statements	Mean	Standard Deviation	Skewness	
		Statistic	Statistic	Statistic	Std. Error
1	"I have good understanding of the mission and goals of the University."	4.000	0.000		
2	"I understand how my work directly contributes to the overall success of the University."	4.000	0.000		
3	"I am comfortable sharing my opinion at workplace."	3.516	.7593	-1.177	.136
4	"University considers employees opinions and innovative ideas towards the development of the Institute."	3.313	.8394	-.643	.136
5	"People with different ideas are valued in this University."	3.181	.9976	-.771	.136
6	"University communicates well with all the departments."	3.756	.5514	-2.191	.136
7	"My Superiors shares necessary information at the workplace."	3.619	.7584	-1.840	.136
8	"Required information and knowledge are shared openly at the workplace."	3.478	.7674	-1.057	.136
9	"I am satisfied with my Remuneration (Salary)."	3.988	.1113	-8.817	.136
10	"I am satisfied with the amount of paid leaves offered."	3.978	.1465	-6.568	.136
11	"Policies for promotion and advancement are always fair."	3.438	.9448	-1.401	.136
12	"Management is always consistent when administering policies concerning to the employees."	3.400	.8506	-0.961	.136

13	"I am always treated fairly by my Seniors."	3.509	.8035	-1.399	.136
14	"Performance evaluations are fair and appropriate."	3.503	.888	-1.681	.136
15	"Training needs are regularly assessed."	3.353	.7740	-0.827	.136
16	"I am satisfied with the job-related training programs."	3.213	1.0040	-0.792	.136
17	"I receive the training, I need for my job."	3.141	1.0953	-0.959	.136
18	"Training programs have resulted in increased knowledge and skills."	3.472	.8633	-1.516	.136
19	"Poor performance is effectively addressed by University."	2.981	.9467	-0.520	.136
20	"I receive useful and constructive suggestions from University to improve my performance."	3.263	.9825	-0.985	.136
21	"I am satisfied with the regular and systematic financial policies regarding the increment and other monetary benefits."	3.609	.7680	-1.625	.136
22	"I am satisfied with promotional opportunities in the University."	3.481	.7836	-1.236	.136
23	"I am satisfied with recognition on good performance."	3.478	.8743	-1.632	.136
24	"I have adequate opportunities for professional growth in this University."	3.506	.9600	-1.761	.136
25	"I am satisfied that I have the opportunities to apply my talents and expertise."	3.531	.7670	-1.238	.136
26	"University has a safe work environment."	3.941	.2736	-5.036	.136
27	"University is dedicated to diversity and inclusiveness."	3.825	.4887	-2.818	.136
28	"University operates in a socially responsible manner."	3.684	.7107	-2.042	.136
29	"University's work, positively impact people's lives."	3.731	.6693	-2.342	.136
30	"I am satisfied with the culture at the work	3.709	.6284	-1.974	.136

	place."				
31	"Grievances of the employees are considered."	2.966	.9446	-.133	.136
32	"Grievance Handling Mechanism is effective in the University."	2.791	.9045	.119	.136
33	"The environment in this University supports a balance between work and personal life."	3.628	.6451	-1.791	.136
34	"I am able to satisfy both my job and family/personal responsibilities."	3.650	.7402	-1.903	.136
35	"My job does not cause unreasonable amount of stress."	3.397	.9707	-1.403	.136

The table 4.2.5 gives the results of mean, standard deviation and skewness for 35 statements related to organisational factors influencing employee engagement. The highest mean was found to be 4.00 for the statement 'I have good understanding of the mission and goals of the University.' and 'I understand how my work directly contributes to the overall success of the University.' The second highest mean was found for statement 'I am satisfied with my Remuneration (Salary).' has mean value 3.988 followed by the statement 'I am satisfied with the amount of paid leaves offered.' with the mean value 3.978. While the lowest mean value was found to 2.791 and 2.966 for the statement 'Grievance Handling Mechanism is effective in the University.' and 'Grievances of the employees are considered.' Hence it can be said that the faculties of the State Universities are satisfied with the salary and paid leaves. While the faculties feel that Grievance Handling Mechanism is not effective in the University and the Grievances of the faculties are not considered by the University.

Table 4.26 Social Factors influencing Employee Engagement (N=320)

Sr. No.	Statements	Mean	Standard Deviation	Skewness	
		Statistic	Statistic	Statistic	Std. Error
1	"Employees treat each other with respect."	3.628	.8394	-2.218	.136
2	"Seniors encourage and appreciate for work achievements."	3.291	1.0263	-1.062	.136
3	"Colleagues contribute to Quality work."	3.272	1.0934	-1.193	.136
4	"Colleagues provide amicable environment to complete the task."	3.488	.9096	-1.673	.136
5	"I share a good working relationship with my Seniors."	3.716	.5226	-1.665	.136
6	"I share a good working relationship with my Co-workers."	3.759	.5668	-2.262	.136
7	"Employees in University take the initiative to help each other when the need arises."	3.431	.9575	-1.366	.136
8	"There is a strong feeling of teamwork and cooperation among the co-workers in the department."	3.594	.8623	-2.034	.136

Table 4.26 gives the results of mean, standard deviation and skewness for 8 statements related to social factors influencing employee engagement. The highest means was found to be 3.759 for the statement 'I share a good working relationship with my Co-workers.' followed by the statement 'I share a good working relationship with my Seniors.' which has the mean value of 3.716. The lowest mean was found 3.291 and 3.272 for the statements 'Seniors encourage and appreciate for work achievements' and **'**Colleagues contribute to Quality work'

Table 4.27 Task related Factors influencing Employee Engagement (N=320)

Sr. No.	Statements	Mean	Standard Deviation	Skewness	
		Statistic	Statistic	Statistic	Std. Error
1	"I have adequate resources (personal computer, printer, wi-fi etc) to complete the given tasks."	3.447	.7979	-.980	.136
2	"The necessary resources are in place and accessible for me to get my job done."	3.434	.9245	-1.423	.136
3	"I have all the information; I need to do my job effectively."	3.563	.7972	-2.074	.136
4	"My workplace is a physically comfort table place to work."	3.788	.5118	-2.816	.136
5	"Department empowers me to achieve the task allotted."	3.713	.5913	-1.925	.136
6	"Freedom to decide how to do the given job."	3.519	.7995	-1.654	.136
7	"I am free to apply new skills and ideas at my given job,"	3.478	.8885	-1.418	.136

Table 4.27 gives the results of mean, standard deviation and skewness for 7 statements related to task related factors influencing employee engagement. The highest mean was 3.788 for the statement 'My workplace is a physically comfort table place to work' followed by the statement 'Department empowers me to achieve the task allotted' with mean value 3.713. While the lowest mean was found to be 3.447 and 3.434 for the statements 'I have adequate resources (personal computer, printer, wi-fi etc) to complete the given tasks' and 'The necessary resources are in place and accessible for me to get my job done'

Table 4.28 Level of Employee Engagement (N=320)

Sr. No.	Statements	Mean	Standard Deviation	Skewness	
		Statistic	Statistic	Statistic	Std. Error
1	"I get excited about going to work."	3.725	.6944	-2.567	.136
2	"I feel completely involved in my work."	3.919	.2736	-3.080	.136
3	"I know what is expected from me at my University."	3.681	.8407	-2.527	.136
4	"I find my teaching and other activities give me a sense of personal satisfaction."	3.956	.2049	-4.482	.136
5	"I feel proud to tell people where I work."	3.953	.2117	-4.308	.136
6	"I feel that my teaching, research work related activities is in line with the mission of the University."	3.934	.2480	-3.525	.136
7	"I feel that my teaching and research is valued in the University."	3.866	.4791	-3.462	.136
8	"I have a strong sense of belongingness with the organisation."	3.947	.2246	-4.004	.136

Table 4.28 gives the results of mean, standard deviation and skewness for 8 statements related to the level of employee engagement. The highest mean was 3.956 for the statement 'I find my teaching and other activities give me a sense of personal satisfaction' followed by the statement 'I feel proud to tell people where I work' with mean value 3.953. While the lowest mean is 3.725 and 3.681 for the statements 'I get excited about going to work' and 'I know what is expected from me at my University'

Table 4.29 Measuring Employee Performance (N=320)

Sr. No.	Statements	Mean	Standard Deviation	Skewness	
		Statistic	Statistic	Statistic	Std. Error
1	"I constantly achieve performance targets set at the beginning of the academic year."	3.947	.2246	-4.004	.136
2	"I work well as a team with my colleagues."	3.944	.23080	-3.870	.136
3	"I have excellent interpersonal and communication skills."	3.900	.3005	-2.679	.136
4	"There is continuous learning and performance improvement at work place."	3.878	.3969	-3.434	.136
5	"I have the technical competence that is required to perform my duties at work place."	3.950	.2183	-4.149	.136

Table 4.29 gives the results of mean, standard deviation and skewness for 5 statements related to employee performance. The highest mean was 3.950 and 3.947 for the statements 'I have the technical competence that is required to perform my duties at work place' and 'I constantly achieve performance targets set at the beginning of the academic year.' While the lowest mean was 3.878 for the statement 'There is continuous learning and performance improvement at work place.'

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION - PART II

Summary of Linkage of Objectives, Hypothesis, Statistical Tests used and Results

Objective 1- To understand the association between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**
H1 a: There is a significant association between the gender of the faculties and employee engagement	Chi- square	.614	Not Significant
H1 b: There is a significant association between the age of the faculties and employee engagement	Chi- square	.024	Significant at 5%
H1 c: There is a significant association between the educational qualification of the faculties and employee engagement	Chi- square	3.003	Significant at 5%
H1 d: There is a significant association between the marital status of the faculties and employee engagement	Chi- square	.231	Not Significant
H1 e: There is a significant association between the designation of the faculties and employee engagement	Chi- square	.552	Not Significant
H1 f: There is a significant association between the work experience of the faculties and employee engagement	Chi- square	.658	Not Significant
H1 g: There is a significant association between the monthly income of the faculties and employee engagement	Chi- square	.038	Significant at 5%
Objective 2- To analyze the relationship between demographic variables (gender, age, educational qualification, marital status, designation, work experience and income) of faculties and employee engagement.			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**

H2 a: There exists a significant difference between the gender of the faculties and employee engagement	Independent Samples T-test	.268	Not Significant
H2 b: There exists a significant difference between the marital status of the faculties and employee engagement.	Independent Samples T-test	.807	Not Significant
H2 c: There exists a significant difference between age groups of the faculties with respect to employee engagement	ANOVA	.0619	Not Significant
H2 d: There exists a significant difference between educational qualifications of the faculties with respect to employee engagement	ANOVA	.399	Not Significant
H2 e: There exists a significant difference between designation of the faculties with respect to employee engagement	ANOVA	.977	Not Significant
H2 f: There exists a significant difference between work experience of the faculties with respect to employee engagement	ANOVA	.501	Not Significant
H2 g: There exists a significant difference between the monthly income of the faculties with respect to employee engagement	ANOVA	.005	Significant
Objective 3- To determine the impact of employee engagement factors on employee engagement			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**
H3 a: There exists a significant impact between organisational factor(OF) and employee engagement(EE)	Multiple Regression	.000	Significant
H3 b: There exists a significant impact between social factors(SF) and employee engagement(EE)	Multiple Regression	.000	Significant
H3 c: There exists a significant impact between task related factors (TRF) and employee engagement(EE)	Multiple Regression	.000	Significant

Objective 4- To determine the impact of employee engagement on faculties performance			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**
H4 a: There exists a significant impact of employee engagement (EE) on faculties performance**.**	Multiple Regression	.000	Significant
Objective 5- To find the significant relationship between employee engagement factors and employee engagement			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**
H5 a: There exists a significant relationship between organisation factors (OF) and employee engagement(EE)	Pearson Correlation	.000	Significant
H5 b: There exists a significant relationship between social factors (SF) and employee engagement(EE)	Pearson Correlation	.000	Significant
H5 c: There exists a significant relationship between task related factors (TRF) and employee engagement(EE)	Pearson Correlation	.000	Significant
Objective 6- To find the significant relationship between employee engagement factors and employee engagement			
Hypothesis Formulation	**Statistical Tests**	**Sig. Value**	**Results**
H6 a: There exists a significant relationship between employee engagement (EE) on faculties performance	Pearson Correlation	.000	Significant

CHAPTER 6

FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 FINDINGS

1. The study has found that out of 320 respondents 80.3% (257) are male and 19.7% (63) female.

2. The study has found that the age group of 30-39 with the highest percentage of 38.8% and the second highest was found for the age group 50-59 with 34.7%.

3. The study reveals that highest percentage of respondents i.e. 94.1% (301) has Ph.D. as their highest qualification and only 1.6% (5) has PDF as their highest qualification.

4. The study has found that out of 320 respondents 98.8% (316) are married and 1.3% (4) single.

5. The study has found that the designation category of the faculties with the highest percentage of 49.1% (157) is for Assistant Professor.

6. The study has found that the highest percentage is 35.9% (115) falls in the category of 6-10 years of work experience.

7. University must consider faculties opinions innovative ideas towards the development of Institute as 24.4% (78) of the faculties feel that their opinions is not considered

8. It is learnt that out of the total faculties 22.5% (72) disagree and 6.6% (21) strongly disagree with the opinion that the faculties with different ideas are valued in the University.

9. Only 5.9% (19) of the faculties disagree that the University communicates well with the department.

10. It is found that out of the total faculties 11.3% (36) disagree and 1.9% (6) strongly disagree with the opinion that the supervisors shares necessary information at the workplace

11. It is found that out of the total faculties 16.9% (54) of the faculties feel that required information and knowledge are not shared openly at the workplace.

12. It is found that out of the total faculties 14.4% (46) disagree and 5.9% (19) strongly disagree with the opinion that policies for promotion and advancement are always fair.

13. It is found that out of the total faculties 21.3% (68) disagree and 0.9% (3) strongly disagree with the opinion of Management's consistency while administering policies concerning the employees.

14. It is found that out of the total faculties 14.1% (45) disagree and 1.9% (3) strongly disagree with the fact that they are treated fairly by their seniors.

15. It is found that out of the total faculties 9.1% (29) disagree and 5.9% (19) strongly disagree with the opinion that the performance evaluations are fair and appropriate.

16. Out of the total faculties 15.6% (50) disagree and 0.9% (3) strongly disagree with the fact that training needs is regularly assessed.

17. Out of the total faculties 24.1% (77) disagree and 5.9% (19) strongly disagree with the opinion that they are satisfied with the job related training programs.

18. It is learnt that out of the total faculties 9.7% (31) disagree and 14.7% (47) strongly disagree with the opinion that they receive training needed to do their job.

19. It is learnt that out of the total faculties 10.6% (34) disagree and 4.7% (15) strongly disagree with the fact that training programs have resulted in increased knowledge and skills.

20. It is found that out of the total faculties 22.2% (71) disagree and 7.8% (25) strongly disagree with the opinion that poor performance is effectively addressed by the University.

21. It is found that out of the total faculties 17.8% (57) disagree and 6.9% (22) strongly disagree with the fact that faculties receive useful and constructive suggestions from University to improve their performance.

22. It is learnt that out of the total faculties 15.6% (50) disagree and 0.6% (2) strongly disagree with the opinion that faculties receive systematic financial policies regarding the increment and other monetary benefits.

23. It is found that out of the total faculties 14.4% (46) disagree and 1.3% (4) strongly disagree with the fact that they are satisfied with the promotional opportunities in the University.

24. It is observed that out of the total faculties 7.8% (25) disagree and 5.9% (19) strongly disagree with the opinion that they are satisfied with the recognition they receive from the University for their good performance.

25. It is learnt that out of the total faculties 7.2% (23) disagree and 8.8% (28) strongly disagree with the fact that they have adequate opportunities for professional growth in the University.

26. Only 16.9% (54) of the faculties disagree with the opinion that they are satisfied with the opportunities to apply their talents and expertise at their work.

27. It is found that out of the total faculties 11.6% (37) disagree and 0.9% (3) strongly disagree with the opinion that University's works positively impact peoples lives.

28. Only 9.4% (30) of the faculties disagree that they are satisfied with the culture at the workplace.

29. It is observed that out of the total faculties 37.8% (121) disagree and 2.8% (9) strongly disagree with the fact that grievances of the employees are considered.

30. It is found that out of the total faculties 42.2% (135) disagree and 3.8% (12) strongly disagree with the fact that grievance handling mechanism is effective in the University.

31. It is learnt that out of the total faculties 5.3% (17) disagree and 1.3% (4) strongly disagree with the fact that the environment in the University supports a balance between work and personal life.

32. It is found that out of the total faculties 12.2% (39) disagree and 1.3% (4) strongly disagree with the fact that the faculties are able to satisfy both the job and family/personal responsibilities.

33. It is observed that out of the total faculties 10.6% (34) disagree and 8.1% (26) strongly disagree with the fact that the job does not cause unreasonable amount of stress.

34. It is seen that out of the total faculties 5.6% (18) disagree and 5.9% (19) strongly disagree with the opinion that employees treat each other with respect.

35. It is found that out of the total faculties 17.8% (57) disagree and 8.1% (26) strongly disagree with the fact that seniors encourage and appreciate for work achievement.

36. It is learnt that out of the total faculties 8.4% (27) disagree and 13.8% (44) strongly disagree with the opinion that colleagues contribute to the quality work.

37. It is found that out of the total faculties 8.1% (26) disagree and 6.9% (22) strongly disagree with the opinion that colleagues provide amicable environment to complete the task.

38. It is learnt that out of the total faculties 15.6% (50) disagree and 5.9% (19) strongly disagree with the opinion that their colleagues help each other when the need arises.

39. It is found that out of the total faculties 7.2% (23) disagree and 5.9% (19) strongly disagree with the opinion that there is a strong feeling of team work and cooperation among the co-workers in the department.

40. Only 19.4% (62) out of the total faculties feel that they don't have adequate resources (PC, printer, wi-fi etc) to complete the given tasks.

41. It is observed that out of the total faculties 12.5% (40) disagree and 5.9% (19) strongly disagree with the opinion that the required resources are in place and accessible to get the job done.

42. It is learnt that out of the total faculties 15.6% (50) disagree and 3.8% (12) disagree with the opinion that they are free to apply new skills and ideas at the given job.

6.2 SUGGESTIONS

1. Universities must consider faculties ideas towards the development and achievement of organisational goals
2. Faculties must receive useful and constructive suggestions from University to improve their performance.
3. Grievances of the faculties must be considered and effective grievance handling mechanism must be adopted by the Universities
4. University must create an environment which supports a balance between work and personal life.
5. Adequate resources (PC, printer, wi-fi etc) must be provided by the Universities to complete the given tasks

6.3 LIMITATIONS OF THE RESEARCH

1. The present research targeted only the permanent faculties in selected State Universities of North Karnataka.
2. Researcher has selected only nine State Universities of North Karnataka for the study.
3. Research articles related to employee engagement of faculties were not much available as there was no much research done in this area
4. The study primarily focused on the relationship of employee engagement factors, employee engagement and faculties performance

6.4 SCOPE FOR FUTURE RESEARCH

1. Future study can focus on full time guest /contractual faculties and the non-teaching staff in the Universities.
2. Future study can focus on more State Universities in Karnataka as the researcher has selected only few State Universities of North Karnataka
3. Future study can also focus on the comparison of level of employee engagement in Central, State, Deemed University.
4. Future study can be done as extended research by providing suggestions to improve the competitive advantage.
5. Future study can be done on other employee engagement outcomes like organisational success intension to quit, employee retention etc.

6.5 CONCLUSION

The study attempted to establish dimensionality of employee engagement of faculties in State Universities of North Karnataka and results presented a comprehensive set of factors which correspond to engagement variables discussed by many authors. The factors included all the facets of engagement and relevant to Indian faculties which would lead to increase in the performance of the faculties. The role of faculties has completely transformed and not restricted to the traditional patterns of teaching. They are explained to play multiple roles of a teacher, researcher, mentor and non-academic roles too. University of Chicago has given 'academic freedom' to the faculty members so that they can enjoy autonomy in teaching methods and stay psychologically satisfied. British Columbia Institute of Technology has implemented collegial model (where decisions and power is shared on expertise basis). No such practice was studied in Indian context.

The research attemted to analyzed the association of variables as employee engagement factors, employee engagement and faculties performance in selected State Universities of North Karnataka. In Indian context very few researches has been done on the topic of impact of employee engagement on faculties performance. Hence there was a need to analyze the impact of employee engagement on faculties performance in Education sector.

The study findings explore the employee engagement factors which are being divided into organisational factors, social factors and task related factors. Thus imparting employee engagement strategy in University helps to achieve goals, mission and vision.

REFERENCES

Adrianto & Riyanto, S. (2020). The effect of organizational commitment, employee engagement, and organizational citizenship behavior on employee performance at pt. titan infra energy-head office. *IOSR Journal of Humanities and Social Science*, *25*(1), 22-31.

Craig, C. S. and Douglas, S. P. (2005) International Marketing Research. Chichester: John Wiley.

Cooper, D. and Schindler, P. (2008) Business Research Methods. 10th edn. Boston: McGraw-Hill International Edition.

Gakhar, S.C. (2006), ― Teacher competencies in higher education‖, in Arya, P.P. (Ed.), Higher Education and Global Challenges: Systems and Opportunities, Deep & Deep Publications, New Delhi, pp. 26-29

Ismail, H. N., Iqbal, A., & Nasr, L. (2019). Employee engagement and job performance in Lebanon: the mediating role of creativity. *International Journal of Productivity and Performance Management*.

Kim, W., Han, S. J., & Park, J. (2019). Is the role of work engagement essential to employee performance or 'nice to have'?. *Sustainability*, *11*(4), 1050.

Ngwenya, B., & Pelser, T. (2020). Impact of psychological capital on employee engagement, job satisfaction and employee performance in the manufacturing sector in Zimbabwe. *SA Journal of Industrial Psychology*, *46*(1), 1-12.

Othman, S. A. & Mahmood, N. H. N. (2019). Linking employee engagement towards individual work performance through human resource management practice: from high potential employee's perspectives. Management Science Letters. 9, 1083 – 1092. doi: 10.5267/j.msl.2019.3.016

Sendawula, K., Kiwuli, S. N., Bananuka, J. & Muganga, G. N. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. Cogent Business & Management. 5, 1 – 12. https://doi.org/10.1080/23311975.2018 .1470891

Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business students. 5th edn. Essex: Pearson Education Limited.

Saunders, M., Thornhill, A. and Lewis, P. (2007) Research methods for business students. Financial Times/Prentice Hall

Sharma, S.L. (2006), ―Rethinking quality parameters in higher education‖ in Arya, P.P. (Ed.), Higher Education and Global Challenges: Systems and Opportunities, Deep & Deep Publications, New Delhi, pp. 1-8

Zikmund, W. and Babin, B. (2010) Exploring Marketing Research. 10th edn. United Kingdom: South-Western Cengage Learning.

Zikmund, W. G. (1997) Exploring Marketing Research. Texas: Dryden Press, Forth Worth.

Zikmund, W., Babin, B., Carr, J. and Griffin, M. (2010) Business Research Methods. 8th edn. United Kingdom: South-Western, Cengage Learning.

Winter, R., Taylor, T. and Sarros, J. (2000), ―Trouble at mill: quality of academic work life issues within a comprehensive Australian university, Studies in Higher education, Vol. 25 No. 3, pp. 279-294.